DOCUMENT RESUME

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TITLE Sinclairville Right to Read SILO [Sinclairville Individualized Learning Organizer].

INSTITUTION Cassadaga Valley Central Schools, Sinclairville, N.Y. Right to Read Center.

PUB DATE 74

NOTE 108p.; See CS 001 934 for "Effective Reading Programs: Summaries of 222 Selected Programs;" Not available in hard copy due to marginal legibility of original document

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DESCRIPTORS *Diagnostic Teaching; *Effective Teaching; Elementary Education; *Reading Instruction; *Reading Programs

IDENTIFIERS *Effective Reading Programs; Right to Read

ABSTRACT

One of the programs included in "Effective Reading Programs...," this program's goals are to improve children's reading ability, to provide each child with an individually tailored instruction prescription based on diagnosed needs, and to involve the community in a democratic process of planning and helping. The program is operated in one elementary school which serves 500 predominantly white children in grades K-6. The students live in rural areas and are from low-income families. Teachers use an 80-page guide to available diagnostic instruments and prescriptive materials that summarizes the potential resources of the program and outlines the means to reach the defined objectives. Classroom organization varies, and students are assigned to classrooms which suit their individual needs. Teachers ascertain the reading needs of each student and prepare a prescription of instructional activities designed to meet these needs. All available commercial and locally developed instructional materials have been keyed to the specific skill areas and are organized for easy reference in the Sinclairville Individualized Learning Organizer. Many of the materials used are self-correcting, and in many classrooms contracts are used. (WR/AIR)

CS 001 825

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Cassadaga Valley Central Schools
Sinclairville Elementary School
Sinclairville, New York

# Sinclairville Individualized Learning Organizer

BEST AVAILABLE COPY

| MULTI SENSORY | 19____ | 19____ | 19____ | 19____ | 19____ | 19____ | 19____ |
|---|---|---|---|---|---|---|---|
| ALPHA TIME | completed___ to page T____ | completed___ to page T____ | | | | | |
| ALPHA ONE | completed___ to page ____ | completed___ to page ____ | completed___ to page ____ | | | | |
| BASAL READERS (Just check - insert) HARCOURT, BRACE, JOVANOVICH | | | | | | | |
| ALLYN BACON OR OTHER (Write in Title and Level) | | | | | | | |
| FOUNTAIN VALLEY PROFILE (Just check – insert) | | | | | | | |
| MODE OF LEARNING | | | | | | | |
| S R A | | LAB_____ Ended in Color_____ Level_____ | LAB_____ Ended in Color_____ Level_____ | LAB_____ Ended in Color_____ Level_____ | LAB_____ Ended in Color_____ Level_____ | LAB_____ Ended in Color_____ Level_____ | LAB_____ Ended in Color_____ Level_____ |
| R F U | | | | Ended at Number___ Level_____ | Ended at Number___ Level_____ | Ended at Number___ Level_____ | Ended at Number___ Level_____ |
| RANDOM HOUSE (Just check) Orange Yellow Red Blue Green | | | | | | | |
| READERS DIGEST | | Level_____ Level_____ Level_____ | Level_____ Level_____ Level_____ | Level_____ Level_____ Level_____ | Level_____ Level_____ Level_____ | Level_____ Level_____ Level_____ | Level_____ Level_____ Level_____ |
| E D L CONTROLLED READING | Set Mdn Index | Set Mdn Index | Set Mdn Index | Set Mdn Index | Set Mdn Index | Set Mdn Index | Set Mdn Index |
| E D L STUDY SKILLS SET Science Social Studies | | | | | | | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **READING PROGRESS LAB** | | Level ____ completed ____ to page ____ | Level ____ completed ____ to page ____ | Level ____ completed ____ to page ____ | Level ____ completed ____ to page ____ | Level ____ completed ____ to page ____ | Level ____ completed ____ to page ____ |
| **READING SKILL TEXT**<br>Bibs<br>Nicky<br>Uncle Funny Bunny | | ____<br>____ | ____<br>____ | ____<br>____ | ____<br>____ | ____ | ____ |
| **THINK, LISTEN AND SAY EYE GATE** | completed ____ to page ____ | completed ____ to page ____ | completed ____ to page ____ | | | | |
| **GROLIER CREATIVE READING** | Level ____ | Level ____ | Level ____ | Level ____ | Level ____ | Level ____ | Level ____ |
| **READING FOR CONCEPTS** | | Book ____ completed ____ | Book ____ completed ____ | Book ____ completed ____ | Book ____ completed ____ | Book ____ completed ____ | Book ____ completed ____ |
| **MACMILLAN SPECTRUM SERIES**<br>Vocabulary<br>Comprehension<br>Word Analysis | | | | Level ____<br>Level ____<br>Level ____ | Level ____<br>Level ____<br>Level ____ | Level ____<br>Level ____<br>Level ____ | Level ____<br>Level ____<br>Level ____ |
| **PROGRAMMED READERS SULLIVAN** | | Book ____ to page ____ | Book ____ to page ____ | Book ____ to page ____ | Book ____ to page ____ | Book ____ to page ____ | Book ____ to page ____ |
| **SPELLING** | | Book ____ completed ____ to page ____ | Book ____ completed ____ to page ____ | Book ____ completed ____ to page ____ | Book ____ completed ____ to page ____ | Book ____ completed ____ to page ____ | Book ____ completed ____ to page ____ |
| **READING ATTITUDE** | | | | | | | |
| **SELF CONCEPT** | | | | | | | |
| **MATH LEVEL** | ____ | ____ | ____ | ____ | ____ | ____ | ____ |

## IOWA SCORES

## PEP SCORES

| | Reading | | Math | | | |
|---|---|---|---|---|---|---|
| | Word Recognition | Comprehension | Concepts | Computation | Problem Solving | |
| Date _____ | | | | | | |
| Date _____ | | | | | | |

| IQ | 19____ | 19____ | 19____ | 19____ | 19____ | 19____ | 19____ |
|---|---|---|---|---|---|---|---|
| I Q INSTRUMENT | | | | | | | |
| LEARNING APTITUDE M A | | | | | | | |

RIGHT TO READ CENTER
Sinclairville Elementary School
Sinclairville, N.Y. 14782

## COMPONENTS OF THE CASSADAGA VALLEY DESIGN FOR THE RIGHT TO READ

Several items are involved in the PROCESS of the Right to Read Program.

_____ Unit Task Force

_____ Flow Charts

- _____ Commitment to change
- _____ Assessment Summary
- _____ Goals, Objectives and Behaviors
- _____ Program Planning Procedures
- _____ Status and Reporting

_____ Work Statements

_____ Midyear Report

A number of components and/or factors are involved in, and influence, our Reading PROGRAM. These include:

_____ Multiunit Organization (MUS-E Multiunit School - Elementary)

- _____ Unit Meetings
- _____ Curriculum Council
- _____ IUL (Instructional Unit Leaders)
- _____ Staff Development
- _____ Inservice Workshops
- _____ Sinclairville Individualized Learning Organizor (SILO)

_____ Motor Perceptual Movement Patterns (Books, slide-tape presentations, pictures, video tape and other materials available upon order.)

- _____ Correlated with Physical Education
- _____ Correlated with Unit and/or Homeroom Work

_____ Librarian and Media Specialist - Human Potential Learning Center

- _____ Individualized Reading Activities (and games)
- _____ Motivation

_____ The Place - Human Potential Learning Center (HPLC)

_____ Peer Teaching

_____ Individually Guided Motivation

- _____ Social Behaviors
- _____ Self-concept

_____ Career Development

- _____ Rationale
- _____ Activities
- _____ Surveys and Interviews

_____ On-going Home Visits By School Nurse

_____ Effective Use Of School Psychologists

_____ Visitor Opinionaires

_____ Community Involvement

- _____ $R_2R$ Informational Meetings
- _____ Volunteers Program
- _____ Training
- _____ Implementation (scheduling)
- _____ Parent's Club and Its Relationship to Our Sucesses
- _____ Story Hour in Community
- _____ Parents on Curriculum Council

_____ Public Relations

- _____ Mass Media Coverage
  - _____ $R_2R$ Newsletter
  - _____ Video Tapes
- _____ Disseminating Information
  - _____ Slide Story

_____ Diagnostic Prescriptive Procedures

- _____ Diagnostic-Prescriptive Handbook
- _____ Rationale

____ Tests

____ Assessment

____ SILO

____ Reporting to Parents

____ Parent Conferences - throughout the year

____ End of Year - written summation

____ Support of Auxiliary Staff

____ Modularly Scheduled Workshop

____ Selection of Materials for the Program

____ Measurements in the Affective Domain (attitudes & behaviors)

____ Multi-Sensory Accumulative Folders

____ Slide Story

____ of the process

____ of the program

____ Slide-tape Synchronized Presentation "Perceptual Motor Skills" developed in the Summer Reading Program

____ Slide-tape Synchronized Presentation SILO

____ Cooperation with:

____ State Ed. Dept.

____ Bureau of Reading

____ Bureau of School Development

____ Bureau of Inser[illegible]ducation

____ Redesign

____ Reading Center - SUC Fredonia

____ Office Field Experience

____ Sinclairville Public Library

____ Jamestown Community College (JCC)

____ Office Of Economic Opportunity

____ State University College - Fredonia

_____ Board of Cooperative Educational Services (BOCES)

_____ CRI (Contemporary Researchers, Inc.) Los Angeles, Calif.

_____ U.S. Office of Education - Right to Read Office

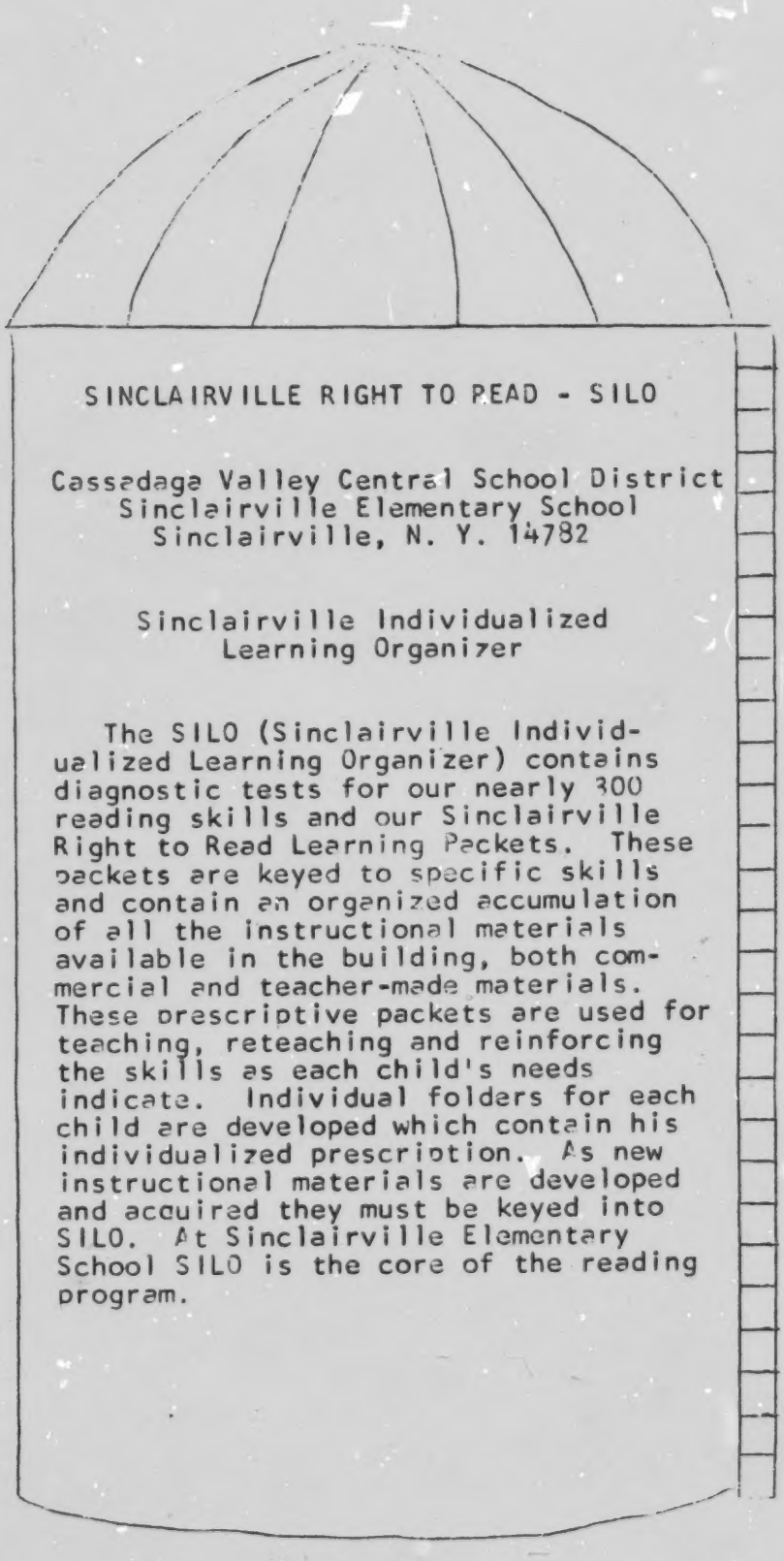
_____ Evaluation Techniques

_____ Dr. Roger Farr - Indiana University

_____ TAT - Dr. Thomas Culliton, Jr. - Boston University

_____ CRI

_____ Unit Task Force



SINCLAIRVILLE RIGHT TO READ - SILO

Cassadaga Valley Central School District
Sinclairville Elementary School
Sinclairville, N. Y. 14782

Sinclairville Individualized
Learning Organizer

The SILO (Sinclairville Individualized Learning Organizer) contains diagnostic tests for our nearly 300 reading skills and our Sinclairville Right to Read Learning Packets. These packets are keyed to specific skills and contain an organized accumulation of all the instructional materials available in the building, both commercial and teacher-made materials. These prescriptive packets are used for teaching, reteaching and reinforcing the skills as each child's needs indicate. Individual folders for each child are developed which contain his individualized prescription. As new instructional materials are developed and acquired they must be keyed into SILO. At Sinclairville Elementary School SILO is the core of the reading program.

CASSADAGA VALLEY CENTRAL SCHOOL
RIGHT TO READ CENTER
Sinclairville Elementary School
Sinclairville, N.Y. 14782

PARENTS MEETING

SEPT. 21, 1972
2:00 PM & 7:30 PM

## WAYS YOU CAN HELP AT HOME

1. Take your child to the Sinclairville Public Library. Get a library card for your child and one for yourself. Ask the librarian to show you the part of the library that contains children's books. Let your child select the books that interest him. When you get home, let him choose the book he wants to read first. If he is a beginning reader, you will have to read the entire book to him. As he improves his reading skills, have him point out words he recognizes or can sound out.

2. As your child continues to advance in reading, you read part of the story, and let him read the parts he is able to read. Once he shows a real interest in books, let him try to read more and more of the book.

3. Make your home a place where books belong. Give your child a place for his books and help him to make sure they are respected by everyone in the family.

4. Give books to your child as gifts. Try to make sure they are about things your child is interested in. Your child's librarian and teacher will be glad to help you select right books.

5. Give your child new experiences. Take him on little trips. Take him to the zoo, or to the aquarium in Buffalo. Take him to the fire house to see the fire engines, or to the airport to watch the planes taking off and landing.

6. Help your child to grow by giving him some responsibility at home. He can help set the table, for instance. And if he is a young child, stress that the forks go on the left and the knives go on the right. An older child might help plan meals and help you shop. He could write out the grocery list. When you take your child to the store, have him help you find things on the shelves. Read him the names on the labels, and when he can, have him read the labels to you.

7. Encourage your child to write letters - to a relative or a friend who is out of town. Help him make his own greeting cards - valentines and birthday cards. And if he is older, he may even make up his own verses to go on them.

8. Talk to your child. Pay attention to him when he wants to tell you something. Encourage him to express himself and tell you about the things that happened at school. A child who is encouraged to discuss things with his parents and to join in their conversations, will enlarge his spoken vocabulary as well as gain confidence in his abilities. Listen to your child. Let him know that you are interested in his work in school and in his progress. Let him know that you care!

9. Your child's teacher may send work home involving new sounds and words that he is learning in the Right to Read Program. Check the homework over with your child to see how he is doing with the new work.

10. For practice in learning colors, you can have your child make a scrapbook with a page for each color. On the page labelled "blue", he should paste pictures from magazines of blue objects like a blue car, a blue dress, or a blue shirt. This should be repeated for each color.

11. Let your child see you read and hear you talk about the importance of reading. Read stories to your child before he goes to sleep every night. When he first tries to read, encourage him with praise and he will find that reading is fun.

12. When your child asks you what a word means, have him help you "look it up" in the dictionary. Make "let's look it up" an important phrase in your home.

THERE ARE MANY OTHER THINGS YOU CAN DO AT HOME TO HELP YOUR CHILD, BUT FIRST OF ALL, SHOW HIM THAT YOU CARE. CORRECT HIM WHEN HE MAKES MISTAKES, HELP HIM WHEN HE NEEDS HELP, BUT MOST OF ALL, PRAISE HIM FOR ALWAYS TRYING.

Ring Around the World-P UNIT 12 COM. 4C1

Would you have liked to live in pioneer days? Would it be more fun? Easier? Find out some things about those days by using the HPLC. Try the card catalog under Pioneers. Write down how you think you would have spent one day. Return the paper to your teacher for a sticker.

Ring Around the World-P UNIT 12 COM. 2A1

In the card catalog in the HPLC, find the book, Daniel Boone, Boy Hunter, by Augusta Stevensen. Write two new things you learned about this man. Give your paper to your teacher for a sticker.



Ring Around the World-P UNIT 12 COM. 2A2

Do you think only boys are explorers? Find the book, The Courage of Sarah Noble by Alice Dalgleish in the HPLC. What things did Sarah do that you would like to do? Draw a picture showing you doing the thing that you would like to do.

GOALS in READING-1 Unit 1 COM. 2A1

Find the book, The Friendly Dolphins by Patricia Lauber in the HPLC. Read a chapter you like and write down three new things you learned about dolphins. Share your findings with your classmates.

Sun Up UNIT 13 COM. 2A

Choose a friend and go to the H.P.L.C. and listen to the talking storybook, "The Curious Little Kitten". Make a picture of what the kitten did when he first saw the turtle. Show by the expression on his face how he felt.

Sun Up Unit 13 COM. 2A

Choose a friend and go to the H.P.L.C. and listen to the talking storybook, "Timothy Turtle". After hearing the story make a picture showing how Timothy was saved.

Sun Up Unit 4 VOC. 3B

Get the word game, What is Missing?" Go to the teacher and she will choose some friends for you to take to one of the tables in the H.P.L.C. The teacher will give you the instructions for playing the game.

RIGHT TO READ CENTER
Sinclairville Elementary School
Sinclairville, N.Y. 14782

## H.P.L.C.

The Human Potential Learning Center is a new concept in the use of the library as an area for learning. The H.P.L.C. is designed to give the child a relaxed atmosphere where he can lose himself in the various different methods and various types of equipment that are available for his use. The child has a variety of different equipment to study with. Everything from filmstrips, film loops, cassettes, and headsets, etc. gives the child a wide range to choose from according to his needs and liking. The H.P.L.C. is also equipped with magazines, books, dictionaries, and encyclopedias all geared to the learning levels of the children. The child, upon deciding on what material he is going to use, can either sit on a couch or a "whistle seat" provided to give the child a comfortable place to study. Also, the child can use a study carrel that is provided for individualized studying. A media aide (a new idea to the librarian) is on hand to aid and assist the child in the books and other equipment they desire to use.

RIGHT TO READ CENTER
Sinclairville Elementary School
Sinclairville, N.Y. 14782

Dear Parents;

The Right to Read Program at Sinclairville Elementary School is continuing its efforts to increase the involvement of parents and community members in our program. We are, again asking for volunteers to assist us in certain areas as we work together to provide a positive learning environment for your children.

If you were a volunteer last year and wish to continue, and we hope you do, please check the appropriate line or lines. If you were not a volunteer last year, but would be interested in becoming one, please also check the appropriate line.

Thank you for your continuing interest in your children's education.

_____ I was a volunteer last year and would like to continue in the same area.

_____ I was a volunteer last year, but would prefer to change to the area checked below.

_____ I was not a volunteer last year, but would like to volunteer in the area checked below.

_____ Newsletter _____ Community Resource

_____ Curriculum _____ Publicity

_____ Help in the classroom

What day and time would be best for you to help.

| | | | | |
|---|---|---|---|---|
| _____ MON. | _____ TUE. | _____ WED. | _____ THURS. | _____ FRI. |
| _____ A.M. | _____ A.M. | _____ A.M. | _____ A.M. | _____ A.M. |
| _____ P.M. | _____ P.M. | _____ P.M. | _____ P.M. | _____ P.M. |

_____ _____
Name Telephone No.

Please return this form to the school as soon as you have it filled out.

A meeting of parent volunteers will be scheduled soon to discuss the volunteer's role in the school.

Sincerely,
Lawrence M. Griffin
Lawrence M. Griffin
Elementary Principal

SINCLAIRVILLE ELEMENTARY SCHOOL
Sinclairville, N.Y. 14782

December 5, 1973

To: Parents and Guardians

From: Lawrence M. Griffin, Elementary Principal

Re: Parent Volunteer Orientation

The Sinclairville Elementary School is fortunate to have a large number of parents volunteering their services to help us provide a good learning situation for children. In order to assist these volunteers to better help us in this effort, a program of orientation will be held Tuesday, December 11, 1973, 2:30 - 3:30 P.M. in the cafetorium. Baby sitting services will be provided.

If you have previously indicated your interest in volunteering, or if you would now like to volunteer, please complete the bottom portion of this memo and return it to school no later than Friday, December 7th.

During the session we will attempt to explain the role of a parent volunteer and answer any questions you might have. Thank you.

.....

_____ (will) (will not) attend the
(Parent's Name)
orientation meeting on Dec. 11, 1973, 2:30 - 3:30. I will have _____ children with me needing baby sitters. (Children's ages: _____)

CASSADAGA VALLEY CENTRAL SCHOOL
RIGHT TO READ CENTER

Sinclairville Elementary School
Sinclairville, N.Y. 14782

## GOALS AND OBJECTIVES

Goal 1: All educational efforts must begin with the needs of the individual. Since individuals will be at different levels in their growth process and have different needs at different times of their lives, the educational process should not impose an artificial uniformity everyone should follow.

Objectives:

A. The child will particlpate in success experiences.

1. The child will read when the reading components have been learned.

2. The teacher will give the deserving child a small reward for the completion of a task to reinforce desired learning behavior.

3. The child's physiological needs will be met by teacher on staff.

B. Right to proceed at his own rate of progress and to have his growth evaluated individaully. (diagnostic/ Prescriptive)

1. The teacher will diagnose the reading needs of each child.

2. The teacher will prescribe the reading program for each child as a result of the diagnosis.

3. The teacher will modify a child's program to meet his/her changing instructional needs.

C. Class organization will be flexible enough to fit each child's needs.

1. The teacher will screen and place those children who need a structured environment in a self contained classroom

2. Each child will work in a large group, small group and/or individually, according to his or her needs.

JEC:$R_2R$ - Obj. 7

Goal 2: Life experience and academic skills should blend into a vital, effective program whose focal point is the preparation of the student for a productive and satisfying role in society. Success should be decided by each person as he matures and discovers who he is as a person.

Objectives:

A. The child will improve his or her comprehension of oral and written materials.

1. The child will recall important facts and relationships after reading or listening to a selection.

2. The child when given directions will follow them.

3. The child will increase his level of proficiency in comprehension on appropriate criterion measures through individual assessment.

B. The child will improve in his ability to locate specific information through reading.

1. The child will locate desired information in school textbooks, reference books and general written materials.

C. The child will utilize several sensory modalities to communicate.

1. The teacher will plan and execute multi-media utilization in real and simulated situations.

2. The teacher will specify relative strengths and weaknesses of individual media for school communications.

3. The teacher will utilize the Visual Auditory Kinesthetic Tactile method with appropriate children.

Goal 3: The development of habits of self-reliance and self-confidence and a desire to take personal responsibility for one's learning.

Objectives:

A. The teacher will assist each child in development of a positive self concept.

1. The teacher will accept each child as a valuable member of society.

2. The teacher will praise the pupil's strengths and work through his strengths to improve his weaknesses.

3. The teacher will help each child help each other as a valuable member of society.

B. The child will increase his/her participation in general school activities.

1. The child will assume role of instructor for team learning.

2. The child will accept his peer as an instructor in a tutorial experience.

3. The child will work with his peers in a team learning situation.

C. The child will demonstrate increased responsibilities.

1. The child will work at a task independently.

2. The child will do self-evaluation.

3. The child will assume responsibility for his own actions.

Goal 4: Educators as well as the community have important skills to offer. Under the democratic model a community planning process is the only viable approach to planning formal educational systems.

Objectives:

A. Parents will demonstrate understanding and support of this project.

1. Parents will attend periodically information Right to Read meetings during the year.

2. Parents will volunteer to help develop Right to Read Sinclairville Elementary School Newsletter.

3. Parents will respond to attitude, level of aspiration and self-esteem opinion questionnaires concerning their children.

B. Citizens will function in instructional supportative role.

1. Citizens will help develop a resource file for community participation.

2. Citizens will provide reinforcement for learning that occurs in the classroom.

C. The child will function in a number of active roles.

1. The child will volunteer to participate in the Human Potential Learning Center activities.

2. The child with his peers will complete several planning assignments for reading and language related field trips.

CS 001 825

# DIAGNOSTIC--PRESCRIPTIVE READING HANDBOOK

## A GUIDE TO MATERIALS

CASSADAGA VALLEY CENTRAL SCHOOL
RIGHT TO READ CENTER
Sinclairville Elementary School
Sinclairville, New York 14782

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## ORGANIZATION

The Sinclairville Right to Read Unit Task Force used the National Right to Read Needs Assessment Package to select four major goals. Behavioral objectives have been stated for these four goals. The objectives have been classified into three areas: critical (***), important (**), and desirable (*).

Materials already available and those to be developed and/or acquired for diagnosing and prescribing for each objective are indicated in this handbook. Diagnostic instruments and materials underlined under materials to be developed/acquired and HPLC have been purchased or developed through National Right to Read Fund OEG-0-72-0814.

## A C K N O W L E D G M E N T S

The planning and design of this handbook for teachers was under the direction of Dr. John E. Connelly, Coordinator of the Right to Read Project, with assistance from Mr. Elmer N. Horey, Principal, Mrs. Arlene Josephson, Primary Unit Leader and Mrs. Ruth Sylvester, Intermediate Unit Leader and the Right to Read Unit Task Force, Sonia Boorady, Carolyn Lind, Ann Murtaugh and Joyce Saxton.

The Diagnostic-Prescriptive Reading Handbook of Corrective and Developmental Reading materials was developed as part of an Inservice Institute, conducted by Dr. Connelly and supported by the National Right to Read Program. It was cooperatively developed by teachers and para-professionals: Judy Barmore, Joanne Bennett, Janice Bower, Sonia Boorady, Helen Carr, Tom DeJoe, Elizabeth Donovan, Don Gerres, Valerie Holmes, Katherine Jackson, Arlene Josephson, Onnolee Lind, Betty McNeill, Anna Mitchell, Ann Murtaugh, Pat Pacitti, Marcia Peck, Eileen Sloan, Ann Smith, Irene Straight, Ruth Strong, Marsha Sullivan, Ruth Sylvester and Janice Waite.

Special thanks for their work on this handbook to Lucille Marsh, Elementary School Secretary, Dale Meseke, BOCES Graphic Artist and Dorothy Loeb, BOCES Secretary.

As a preliminary effort, this handbook is of necessity incomplete and may require revision. Your additions, modifications, and suggestions are sought, and will be included in a revised edition which will include newer instruments and materials as they are tested in our Right to Read Elementary School.

John E. Connelly, Ed. D.
Right to Read Coordinator

Larry Griffin
Elementary Principal

## HOW TO USE THE DIAGNOSTIC–PRESCRIPTIVE HANDBOOK

**Step 1:** The reader of this handbook who wishes to diagnose a child's auditory perception should refer to table of contents page v.

**Step 2:** Note that auditory perception could be under Goal 1, Objective A, Behavior 3 – page 6.

**Step 3:** The diagnostic instruments available in the Sinclairville Elementary Right to Read School have been listed in the first column and those that need to be developed and/or acquired are in the second column.

**Step 4:** The diagnostic instruments or materials in the second column that are *underlined* have been purchased under Right to Read funds. They are available in the SILO or HPLC.

**Step 5:** The reader can select the appropriate diagnostic test from the two columns. After diagnosis, the reader can use the prescription immediately following the diagnostic section, i.e., page 7, for Goal 1, Objective A, Behavior 3.

**Example:**

| | DIAGNOSIS | |
|---|---|---|
| **GOAL 1: Obj. A** | **TEST AVAILABLE** | **TEST MUST BE DEVELOPED/ACQUIRED** |
| 3. The child's physiological needs will be met by teacher and staff. | 1. Nurse-Teacher<br>a. Telebinocular Screening for vision and color blindness<br>b. Audiometer | 1. Audiometer<br>2. Wepman Auditory Discrimination Test |

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**Goal 1.** All educational efforts must begin with the needs of the individual. Since individuals will be at different levels in their growth process and have different needs at different times of their lives, the educational process should not impose an artificial uniformity everyone should follow . . . . . 1

**Objectives:**

A. The child will participate in success experiences.

1. The child will read when the reading components have been learned . . . . . 2
2. The teacher will give the deserving child a small reward for the completion of a task to reinforce desired learning behavior . . . . . 4
3. The child's physiological needs will be met by teacher on staff . . . . . 6

B. Right to proceed at his own rate of progress and to have his growth evaluated individually. (Diagnostic/Prescriptive)

1. The teacher will diagnose the reading needs of each child . . . . . 8
2. The teacher will prescribe the reading program for each child as a result of the diagnosis . . . . . 10
3. The teacher will modify a child's program to meet his/her changing instructional needs . . . . . 12

C. Class organization will be flexible enough to fit each child's needs.

1. The teacher will screen and place those children who need a structured environment in a self-contained classroom . . . . . 14
2. Each child will work in a large group, small group and/or individually, according to his or her needs . . . . . 16

**Goal 2.** Life experience and academic skills should blend into a vital, effective program whose focal point is the preparation of the student for a productive and satisfying role in society. Success should be decided by each person as he matures and discovers who he is as a person . . . . . 18

**Objectives:**

A. The child will improve his or her comprehension of oral and written materials.

1. The child will recall important facts and relationships after reading or listening to a selection . . . . . 19
2. The child when given directions will follow them . . . . . 21
3. The child will increase his level of proficiency in comprehension on appropriate criterion measures through individual assessment . . . . . 23

B. The child will improve in his ability to locate specific information through reading.

1. The child will locate desired information in school textbooks, reference books and general written materials . . . . . 25

C. The child will utilize several sensory modalities to communicate.

1. The teacher will plan and execute multi-media utilization in real and simulated situations . . . . . 27
2. The teacher will specify relative strengths and weaknesses of individual media for school communications . . . . . 29
3. The teacher will utilize the Visual Auditory Kinesthetic Tactile method with appropriate children . . . . . 31

**Goal 3.** The development of habits of self-reliance and self-confidence and a desire to take personal responsibility for one's learning . . . . . 33

**Objectives:**

A. The teacher will assist each child in development of a positive self concept.

1. The teacher will accept each child as a valuable member of society . . . . . 34
2. The teacher will praise the pupil's strengths and work through his strengths to improve his weaknesses . . . . . 36
3. The teacher will help each child help each other as a valuable member of society . . . . . 38

B. The child will increase his/her participation in general school activities.

1. The child will assume role of instructor for team learning . . . . . 40
2. The child will accept his peer as an instructor in a tutorial experience . . . . . 42
3. The child will work with his peers in a team learning situation . . . . . 44

C. The child will demonstrate increased responsibilities.
1. The child will work at a task independently . . . . . 46
2. The child will do self-evaluation . . . . . 48
3. The child will assume responsibility for his own actions . . . . . 50

**Goal 4.** Educators as well as the community = have important skills to offer. Under the democratic model a community planning process is the only viable approach to planning formal educational systems . . . . . 52

**Objectives:** A. Parents will demonstrate understanding and support of this project.
1. Parents will attend periodically information Right to Read meetings during the year . . . . . 53
2. Parents will volunteer to help develop Right to Read Sinclairville Elementary School Newsletter . . . . . 55
3. Parents will respond to attitude, level of aspiration and self-esteem opinion questionnaires concerning their children . . . . . 57

B. Citizens will function in instructional supportive role.
1. Citizens will help develop a resource file for community participation . . . . . 59
2. Citizens will provide reinforcement for learning that occurs in the classroom . . . . . 61

C. The child will function in a number of active roles.
1. The child will volunteer to participate in the Human Potential Learning Center activities . . . . . 63
2. The child with his peers will complete several planning assignments for reading and language related field trips . . . . . 65

**Human Potential Learning Center** . . . . . 67

**Definition of Terms** . . . . . 74

**GOAL 1.**

All educational efforts must begin with the needs of the individual. Since individuals will be at different levels in their growth process and have different needs at different times of their lives, the educational process should not impose an artificial uniformity everyone should follow.

## DIAGNOSIS

| GOAL 1: Obj. A. The child will participate in success experiences. | TEST AVAILABLE | TEST MUST BE DEVELOPED/ACQUIRED |
|---|---|---|
| 1. The child will read when the reading components have been learned. | 1. Informal Reading Inventory<br>2. Star Test of Academic Readiness<br>3. Murphy-Durrell Readiness<br>4. Gates-MacGinitie<br>5. Iowa Test of Basic Skills Form 5 & 6<br>6. Alpha One Evaluation Sheets<br>7. Lee-Clark Reading Readiness<br>8. Primary Mental Abilities (SRA)<br>9. Metropolitan Reading Readiness (NYS Read. Readiness)<br>10. N. Y. State Reading Test<br>11. Trouble Shooter<br>12. Basic Reading Test to accompany BEFORE WE READ<br>13. Stanford Achievement Primary Battery<br>14. Analysis of Learning Potential<br>15. N. Y. State Minimum Comp. Reading<br>16. Guilford Creativity Test (Pre-test & post-test)<br>17. Delco Readiness Test<br>18. Harcourt, Brace, Jovanovich Reading Test | 1. Diagnostic Tests (Fountain Valley)<br>2. Teacher-made informal tests<br>3. Self-directing and self-correcting materials for the children.<br>4. Readiness tests developed by teachers for children in our rural setting.<br>5. Readiness test for entering Kindergarten children for screening and placement purposes.<br>6. Keystone – Telebinocular<br>7. Frostig – Perception<br>8. Kephart<br>9. Wepman Auditory Discrimination<br>10. Illinois Test of Psycholinguistic Abilities<br>11. Iowa Tests of Basic Skills Forms 5 & 6<br>12. Harcourt Brace, Jovanovich<br>13. Connelly Diagnostic Phonics Test for Teachers and Students<br>14. Slosson Intelligence Test for Children and Adults<br>15. Peabody Picture Vocabulary Test<br>16. Test |

***

PRESCRIPTION

| GOAL 1:<br>Obj. A. The child will participate in success experiences. | MATERIALS AVAILABLE | MATERIALS MUST BE DEVELOPED/ACQUIRED |
|---|---|---|
| 1. The child will read when the reading components have been learned. | 1. Basal Text for sequential developmental program<br>2. Phonic charts and workbooks<br>3. HPLC catalog of materials (audio visual) | 1. Teacher Packets for diagnostic prescriptive approach<br>2. Games and activities for individualized approach<br>3. Fountain Valley (or other criterion reference material) to be selected<br>4. Reading Series K-3 to be selected<br>5. Dictionaries – Picture, Beginning, Junior<br>6. Readiness Tests for children entering Kindergarten<br>7. Houghton Mifflin:<br>Stars over the Tent<br>Paperback Biographies<br>Educ. Read. Service:<br>Classroom Library 2nd & 3rd<br>Bowmar:<br>Primary Reading Series<br>8. SRA<br>9. Reading for Understanding<br>10. Houghton Mifflin Durr Edition |

DIAGNOSIS

| GOAL 1: Obj. A. | TEST AVAILABLE | TEST MUST BE DEVELOPED/ACQUIRED |
|---|---|---|
| 2. The teacher will give the deserving child a small reward for the completion of a task to reinforce desired learning behavior. | No Test Available<br><br>Teacher, Aide or Parent Volunteer Observation:<br>1. Large group participation<br>2. Small group participation<br>3. Independent work | 1. Orient child to contract system (checklist)<br>2. Individual Child's Progress Chart<br>3. Self-evaluation forms<br>4. Behavioral Modification Techniques |

PRESCRIPTION

| GOAL 1:<br>Obj. A. | MATERIALS AVAILABLE | MATERIALS MUST BE DEVELOPED/ACQUIRED |
|---|---|---|
| 2. The teacher will give the deserving child a small reward for the completion of a task to reinforce desired learning behavior. | 1. Praise, commendation, smile, gesture of approval<br>2. Privilege<br>3. Display papers, or projects and demonstrate<br>4. Keeping graphs of individual achievement<br>5. Check lists (individual) | 1. Prize Grab Bag (candy, gum, trinket)<br>2. Point System (save points for a game, book, etc.)<br>3. Stars, medals, ribbons |

## DIAGNOSIS

| GOAL 1: Obj. A | TEST AVAILABLE | TEST MUST BE DEVELOPED/ACQUIRED |
|---|---|---|
| 3. The child's physiological needs will be met by teacher and staff. | 1. Nurse-Teacher:<br>a. Telebinocular Screening for vision and color blindness<br>b. Audiometer<br>2. Physical Education Teacher:<br>a. Motor Coordination Skill Test for diagnosing readiness<br>b. Physical Fitness Tests (state tests)<br>3. Speech Therapist:<br>a. Administers a screening test to each child<br>b. Works with individual children who have speech disorders<br>4. Teacher Observation:<br>Reports to school nurse any information pertaining to a child's physical need<br>5. Class charts depicting individual child's nutritional habits<br>Ex. Breakfast charts | 1. Audiometer<br>2. Wepman Auditory Discrimination Test Form 192<br>3. Mixed Dominance – Harris Test of Lateral Dominance<br>4. Screening of Children's Dental Care<br>a. possible employment of dental assistant<br>5. Developmental Test of Visual Motor Integration<br>6. Keystone - Telebinocular |

PRESCRIPTION

| GOAL 1:<br>Obj. A | MATERIALS AVAILABLE | MATERIALS MUST BE DEVELOPED/ACQUIRED |
|---|---|---|
| 3. The child's physiological needs will be met by teacher and staff. | 1. Services of:<br>a. Nurse<br>b. Speech Therapist<br>c. School Psychologist<br>d. Health Records<br>e. Physical Education Teachers<br>f. Classroom Teacher<br>g. Parents<br>h. Music Teacher<br>i. Art Teacher<br>2. Free lunch policy for children who come from low-income families.<br>3. Provides environment which encourages the physical well-being of each child. | 1. Funds for milk and crackers for all children when needed, or at breakfast time<br>2. Funds for:<br>a. Physical examination of a thorough nature where need for such is indicated<br>b. Eye examination/corrective lenses<br>c. Orthopedic corrective materials<br>3. Nurse-teachers, psychologist, parents will work together to try to solve problems through home visits. |

| GOAL 1:<br>Obj. B. Right to proceed at his own rate of progress and to have his growth evaluated individually. (diagnostic/prescriptive) | TEST AVAILABLE | TEST MUST BE DEVELOPED/ACQUIRED |
|---|---|---|
| 1. The teacher will diagnose the reading needs of each child. | 1. Gates MacGinitie<br>2. Primary Mental Abilities (PMA)<br>3. Star Test<br>4. Metropolitan Test<br>5. Murphy Durrell Diagnostic<br>6. Teacher Observation<br>7. Lee Clark Readiness<br>8. New York State Pupil Evaluation Profile<br>9. Iowa Test of Basic Skills<br>10. IRI's<br>11. C.V.C.S. Phonics Inventory<br>12. See I–A–I<br>13. Scott Foresman Reading Readiness Test – Before We Read<br>14. Ginn 360 – Test 1<br>Ginn 360 – Test 2<br>15. Reading for Understanding | 1. Teacher developed check list: Student Skills – Interest – Appreciation<br>2. IRI<br>3. Fountain Valley Teacher Support System<br>4. Peabody Picture Vocabulary Test<br>5. Slosson IQ Test for Children & Adults<br>6. Criterion Reading<br>7. High Intensity Components<br>8. Dolce List – Sight Vocabulary<br>9. Readiness Evaluation Check List<br>10. Teacher Competency in Reading Instruction<br>11. Illinois Test of Psycholinguistic Abilities<br>12. Connelly Diagnostic Phonics Test for Teachers and Students |

PRESCRIPTION

| GOAL 1:<br>Obj. B. Right to proceed at his own rate of progress and to have his growth evaluated individually. (diagnostic/prescriptive) | MATERIALS AVAILABLE | MATERIALS MUST BE DEVELOPED/ACQUIRED |
|---|---|---|
| 1. The teacher will diagnose the reading needs of each child. | 1. Scholastic Individualized Reading Program<br>2. SRA<br>3. Reading Progress Tapes | 1. Fountain Valley Teacher Support System<br>2. Criterion Reading – Random House<br>3. High Intensity<br>4. Pre-Reading Program for Prevent-Reading Failure – Rachel G. Brake<br>5. Developing Pre-Reading Skills – Rachel G. Brake |

| GOAL 1: Obj. B. | TEST AVAILABLE | TEST MUST BE DEVELOPED/ACQUIRED |
|---|---|---|
| 2. The teacher will prescribe the reading program for each child as a result of the diagnosis. | 1. Gates MacGinitie<br>2. Primary Mental Abilities (PMA)<br>3. Star Test<br>4. Metropolitan Achievement Test<br>5. Murphy Durrell Diagnostic<br>6. Teacher Observation<br>7. Lee Clark Readiness Test<br>8. New York State Pupil Evaluation Profile<br>9. Iowa Test of Basic Skills<br>10. IRI's<br>11. C.V.C.S. Phonics Inventory<br>12. See I–A–I<br>13. Scott Foresman Reading Readiness Test – Before We Read<br>14. Ginn 360 – Test 1<br>Ginn 360 – Test 2<br>15. SRA – Placement Test<br>16. Reading for Understanding<br>17. Trouble Shooter | 1. Teacher Observation<br>2. Fountain Valley<br>3. Harcourt, Brace, Jovanovich – Bookmark Reading Test |

## PRESCRIPTION

| GOAL 1: Obj. B. | MATERIALS AVAILABLE | MATERIALS MUST BE DEVELOPED/ACQUIRED |
|---|---|---|
| 2. The teacher will prescribe the reading program for each child as a result of the diagnosis. | 1. ALAP<br>2. Language Masters<br>3. Scanfax<br>4. Weston Woods<br>5. Basal Readers<br>Houghton Mifflin<br>Scott Foresman<br>Ginn<br>Ginn 360<br>Allyn and Bacon<br>Harper Row<br>6. Alpha One<br>7. Random House Pacemaker<br>8. Listen and Do<br>9. Merrill Skill Tapes<br>10. EDL – controlled reading<br>11. SRA Labs<br>12. Reading for Understanding – Educational Progress<br>13. MacMillan Reading Spectrum<br>14. Reading for Concepts – Webster, McGraw Hill<br>15. Ginn Kit – Language Development<br>16. Overlays Vissu-Books<br>17. Phonics Workbook | 1. Alpha Time<br>2. Wireless headsets<br>3. SRA – Reading for Understanding<br>4. Random House Pacemakers<br>5. Flash–X<br>6. Listening and Learning Records<br>7. Houghton Mifflin<br>Picture and Key Cards<br>Letter Cards<br>Pocket Chart<br>Plastic Objects<br>Set of 22 boxes<br>8. Bookmark Reading Program – Harcourt, Brace, Jovanovich<br>9. Houghton Mifflin - Durr Edition |

| GOAL 1: Obj. B. | TEST AVAILABLE | TEST MUST BE DEVELOPED/ACQUIRED |
|---|---|---|
| 3. The teacher will modify a child's program to meet his/her changing instructional needs | 1. Teacher observation of individual students<br>2. Cassadaga Valley Phonics Inventory<br>3. Iowa Tests of Basic Skills<br>4. Trouble Shooter Checklist | 1. Teacher made – IRI<br>2. Criterion Reference Testing<br>3. Fountain Valley Teacher Support System<br>4. Harcourt, Brace, Jovanovich Reading Test<br>5. Connelly Multiple Auding Test for Content Area |

PRESCRIPTION

| GOAL 1: Obj. B | MATERIALS AVAILABLE | MATERIALS MUST BE DEVELOPED/ACQUIRED |
|---|---|---|
| 3. The teacher will modify a child's program to meet his/her changing instructional needs | 1. Using various text series within the school based on child's needs and interests.<br>2. Language Masters<br>3. Scanfax<br>4. Weston Woods<br>5. See 1B2 prescription. The flexibility of the program will depend on Criterion Reference Testing. | 1. Alpha Land<br>2. Alpha Days<br>3. Sinclairville – Fountain Valley Packets |

| GOAL 1:<br>Obj. C. Class organization will be flexible enough to fit each child's needs. | TEST AVAILABLE | TEST MUST BE DEVELOPED/ACQUIRED |
|---|---|---|
| 1. The teacher will screen and place those children who need a structured environment in a self-contained classroom. | 1. Observation<br>2. Talking to previous teachers<br>3. Guidance folders<br>4. Psychologists reports | 1. Checklist of teacher observations<br>2. Social tests<br>3. Reading Attitude Test |

## PRESCRIPTION

| GOAL 1:<br>Obj. C — Class organization will be flexible enough to fit each child's needs. | MATERIALS AVAILABLE | MATERIALS MUST BE DEVELOPED/ACQUIRED |
|---|---|---|
| 1. The teacher will screen and place those children who need a structured environment in a self-contained classroom. | 1. Teacher observation and recommendation | 1. Checklist so that continuous evaluation can be made |

| GOAL 1<br>Obj. C. | TEST AVAILABLE | TEST MUST BE DEVELOPED/ACQUIRED |
|---|---|---|
| 2. Each child will work in a large group, small group, and/or individually according to his or her needs. | 1. Self Appraisal Inventory Tests<br>2. Teacher observation<br>This depends on the subject he's working on, his interests, ability, behavior, depending on difficulty of task, materials available, social behavior, etc. | 1. Social Tests<br>2. Checklist of Teacher Observations<br>3. Reading Attitude Tests |

PRESCRIPTION

| GOAL 1: Obj. C | MATERIALS AVAILABLE | MATERIALS MUST BE DEVELOPED/ACQUIRED |
|---|---|---|
| 2. Each child will work in a large group, small group, and/or individually, according to his or her needs. | 1. Teacher observation and recommendation<br>Examples of activities for groupings:<br>a. large group – film<br>b. small group – listening center<br>c. individual – contract or SRA | 1. Ben G Reading Set<br>2. Word Family Fun<br>3. Flash–X<br>4. Creative Reading Program<br>5. Sounds after Dark<br>6. Sounds of the Storyteller<br>7. Sounds of Mystery<br>8. Divider Peg Board Screen<br>9. Checklist so that continuous evaluation may be made |

**GOAL 2:**

Life experience and academic skills should blend into a vital, effective program whose focal point is the preparation of the student for a productive and satisfying role in society. Success should be decided by each person as he matures and discovers who he is as a person.

| GOAL 2:<br>Obj. A. The child will improve his/her comprehension of oral and written materials. | TEST AVAILABLE | TEST MUST BE DEVELOPED/ACQUIRED |
|---|---|---|
| 1. The child will recall important facts and relationships after reading or listening to a selection. | 1. Start with group test (achv.) of silent reading. Go to individualized tests for those students indicating weaknesses.<br>2. Level I Achievement Tests: Metropolitan, Total Group Stanford, Iowa, Lee-Clark, Murphy-Durrell<br>3. Level II: Gates MacGinitie<br>4. Smaller Groups – Level III Individualized testing<br>5. Iowa Test of Basic Skills Gr. 2, 3, 4, 5 – Comprehension Sections<br>6. New York State Read. Test Gr. 3 & 5<br>7. Informal Read. Inventory (teacher made)<br>8. Gates MacGinitie Tests<br>9. Star Test (Kdn'g)<br>10. Listening Tests that accompany Weekly Reader, etc.<br>11. SRA Starting Level Guide<br>12. SRA Rate Builders<br>13. SRA Listening Skill Builders<br>14. Scott Foresman Basal Tests<br>15. Houghton-Mifflin First Gr. Basal Test | 1. Harcourt, Brace, Jovanovich Tests K-5<br>2. Spache Diagnostic Reading Skills – Oral, silent and listening comprehension<br>3. Durrell Analysis of Reading Difficulty<br>4. Connelly Multiple Auding Test for Content Areas<br>5. Gray Oral<br>6. Gilmore Oral<br>7. Fountain Valley Teachers Support System<br>8. Connelly Rate Flexibility and Comprehension Profile Forms I & II |

| GOAL 2<br>Obj. A. The child will improve his/her comprehension of oral and written materials. | MATERIALS AVAILABLE | MATERIALS MUST BE DEVELOPED/ACQUIRED |
|---|---|---|
| 1. The child will recall important facts and relationships after reading or listening to a selection. | 1. McMillan – Reading Spectrum Series – Reading Comp.<br>2. Webster McGraw Hill – Reading for Concepts<br>3. Educational Progress Corp. – Read-Progress Tapes<br>4. Continental Ditto Sheets – Thinking Skills<br>5. SRA<br>6. Texts: Harper Row<br>Allyn & Bacon<br>Houghton Mifflin<br>Scott Foresman<br>Ginn<br>7. Readers Digest<br>8. Random House<br>9. Sullivans Programmed Reading<br>10. EDL<br>11. Trade Books<br>12. Alpha One<br>13. Nichy, Bibs, Uncle<br>Funny Bunny – Merrill | 1. New Basal Series for Primary<br>2. Alpha Time<br>3. Bowmar Kits: Reading Incentive<br>4. Bowmar: Primary Reading Series<br>5. Ranger Rick Magazine<br>6. Sports Illustrated Magazine<br>7. Bowmar: Early Childhood Series<br>8. Alpha Land<br>9. Alpha Days<br>10. Alpha Time |

DIAGNOSIS

| GOAL 2: Obj. A.- | TEST AVAILABLE | TEST MUST BE DEVELOPED/ACQUIRED |
|---|---|---|
| 2. The child, when given directions, will follow them. | 1. Teacher observation<br>2. Teacher made check lists<br>3. All tests | 1. Teacher made check lists |

PRESCRIPTION

| GOAL 2: Obj. A | MATERIALS AVAILABLE | MATERIALS MUST BE DEVELOPED/ACQUIRED |
|---|---|---|
| 2. The child, when given directions, will follow them. | 1. Any teacher directed and developed activity.<br>2. Educational Progress Corp. – Reading Progress Tapes<br>3. Houghton & Mifflin<br>Scott Foresman – Listen and Do<br>4. Uncle Funny Bunny (Nicky and Bibs)<br>5. EDL<br>6. Receipe Books<br>7. Spice Books | 1. Receipe Books<br>2. Model Kits – Craft Kits<br>3. Job Cards for HPLC |

| GOAL 2: Obj. A | TEST AVAILABLE | TEST MUST BE DEVELOPED/ACQUIRED |
|---|---|---|
| 3. The child will increase his level of proficiency in comprehension on appropriate criterion measures through individual assessment. | | 1. Hollander, Sheila & Reisman Pupil Placement Tests Houghton Mifflin (Ind Tests)<br>2 The Bookmark Reading Program Grade Level Test - Harcourt, Brace, Jovanovich<br>3 Random House Reading Program<br>4. High Intensity Program<br>5. Fountain Valley Program<br>6. Basic Reading Tests – Level 3, 4 Houghton Mifflin<br>7 Connelly Rote Flexibility and Comprehension Profile Forms I & II |

## PRESCRIPTION

| GOAL 2: Obj. A | MATERIALS AVAILABLE | MATERIALS MUST BE DEVELOPED/ACQUIRED |
|---|---|---|
| 3. The child will increase his level of proficiency in comprehension on appropriate criterion measures through individual assessment. | 1. Random House – Criterion Read.<br>2. Merrill Tapes – Uncle Funny Bunny, Nichy, Bibs<br>3. EDL<br>4. SRA<br>5. RFU<br>6. MacMillan Spectrum Reading Series<br>7. Reading Concepts – McGraw Hill<br>8. Basal Readers<br>9. Sullivan Programmed Readers<br>10. Continental Thinking Skills III, IV, V | 1. Continental Ditto Sheets – Thinking Skills I & II<br>2. Fountain Valley<br>3. Houghton-Mifflin – Workbooks, Basic Tests, Duplicating Masters<br>4. Alpha Land<br>5. Alpha Days<br>6. Sinclairville Fountain Valley, R2 R Packets<br>7. Harcourt, Brace, Jovanovich Bookmark Reading Program |

| GOAL 2:<br>Obj. B The child will improve in his ability to locate specific information through reading | TEST AVAILABLE | TEST MUST BE DEVELOPED/ACQUIRED |
|---|---|---|
| 1 The child will locate desired information in school textbooks, reference books and general written materials | Iowa Test of Basic Skills (study skills) | 1 Teacher Developed Instruments<br>2 Checklist for Teacher Observation<br>a. Knowledge and use of reference material<br>b. Checklist of study skills for information retrieval<br>3 Student self-evaluation checklist on use of reference materials<br>4 Tests on:<br>a. Table of contents, summarizing and conclusions<br>b. Alphabetical order, map skills and following directions<br>c. Index, graphs<br>d. Guide words, locating correct encyclopedia, using index, interpreting graphs and charts<br>5 Fountain Valley |

| GOAL 2:<br>Obj. B. The child will improve his ability to locate specific information through reading. | MATERIALS AVAILABLE | MATERIALS MUST BE DEVELOPED/ACQUIRED |
|---|---|---|
| 1. The child will locate desired information in school textbooks, reference books and general written materials. | 1. School Textbooks:<br>a. Using the Table of Contents in any reading book, the child will look up different pages on which certain information is given.<br>b. Using science and social studies book, the child could locate desired information.<br>c. SRA in social studies and science<br>2. Reference Books:<br>a. Dictionary<br>b. World Book<br>c. The New Book of Knowledge<br>d. Encyclopedia of Aviation & Space Science<br>e. Britannica Junior Encyclopedia<br>f. Compton's<br>g. The Book of Popular Science<br>h. Childcraft<br>i. Young People's Science Ency.<br>j. The American Educator<br>k. Lands and People<br>l. Our Wonderful World<br>m. Students Encyclopedia<br>n. Atlas<br>o. Books on Trees, Seeds, etc. | 1. EDL Study Skills<br>2. N. Y. S. Conservationist Magazine<br>3. Sinclairville Fountain Valley R2R Packets<br>4. Primary encyclopedia,dictionaries<br>5. SRA – locate certain paragraph to find meaning of word |

## DIAGNOSIS

| **GOAL 2:**<br>**Obj. C The child will utilize several sensory modalities to communicate.** | **TEST AVAILABLE** | **TEST MUST BE DEVELOPED/ACQUIRED** |
|---|---|---|
| 1. The teacher will plan and execute multi-media utilization in real and simulated situations. | Visual Motor Perception (summer program) | |

## PRESCRIPTION

| GOAL 2:<br>Obj. C The child will utilize several sensory modalities to communicate. | MATERIALS AVAILABLE | MATERIALS MUST BE DEVELOPED/ACQUIRED |
|---|---|---|
| 1. The teacher will plan and execute multi-media utilization in real and simulated situations. | 1. Language Master<br>2. AAA Science Kits<br>3. Scott Foresman – Story Book Records<br>4. Alpha One<br>5. Music<br>6. Gym<br>7. Art<br>8. Dukane Reader | 1. Alpha Time Pre Reading Program<br>2. Teacher Developed Role Playing<br>3. Sesame Street Magazine<br>4. Kids' Stuff – Kindergarten & Nursery School<br>5. Kids' Stuff – Reading and Spelling<br>6. Plays for Reading |

DIAGNOSIS

| GOAL 2: Obj. C | TEST AVAILABLE | TEST MUST BE DEVELOPED/ACQUIRED |
|---|---|---|
| 2 The teacher will specify relative strengths and weaknesses of individual media for school communications. | | 1 Questionnaire<br>2. Observation<br>3. Behavior<br>4 Checklist |

| GOAL 2: Obj. C | MATERIALS AVAILABLE | MATERIALS MUST BE DEVELOPED/ACQUIRED |
|---|---|---|
| 2. The teacher will specify relative strengths and weaknesses of individual media for school communications. | | 1. Classroom Library – 1st Grade<br>2. Classroom Library – 2nd Grade<br>3. Classroom Library – 3rd Grade<br>Educational Reading Service<br>4. Classroom Library – 4th Grade<br>5. Professional Library<br>6. Teacher Handbooks for Media |

| GOAL 2: Obj. C | TEST AVAILABLE | TEST MUST BE DEVELOPED/ACQUIRED |
|---|---|---|
| 3. The teacher will utilize the Visual Auditory Kinesthetic Tactile method with appropriate children. | 1 Star Test<br>2 Peabody<br>3. IRI Ginn 360 Primary<br>4 SRA – Listening Skill<br>5. Cassadaga Valley Central School Phonics Reading Inventory Test<br>6. Monroe Auditory Word Discrimination Test<br>7 R D – Word Recognition<br>8 Word Recognition<br>9 Teacher Observation | 1 Harcourt, Brace, Jovanovich Reading Tests<br>2 Connelly Diagnostic Phonics Survey |

| GOAL 2: Obj. C | MATERIALS AVAILABLE | MATERIALS MUST BE DEVELOPED/ACQUIRED |
|---|---|---|
| 3. The teacher will utilize the Visual Auditory Kinesthetic Tactile method with appropriate children. | 1. Sandpaper materials<br>2. Sand<br>3. Salt<br>4. Clay<br>5. Felt, macaroni, magnetic | Teacher made materials for tactile and auditory learning. |

**GOAL 3:**

The development of habits of self-reliance and self-confidence and a desire to take personal responsibility for one's learning.

## DIAGNOSIS

| GOAL 3:<br>Obj. A The teacher will assist each child in development of a positive self concept. | TEST AVAILABLE | TEST MUST BE DEVELOPED/ACQUIRED |
|---|---|---|
| 1. The teacher will accept each child as a valuable member of society. | | 1. Vernon Allport Lindsay – Scale of Values<br>2. Gordon Personal Profile<br>3. Minnesota Teacher Attitude Survey<br>4. Observation of Teacher<br>5. Checklist of Student Behavior<br>6. Teacher Evaluation Checklist<br>7. Scale of Reading Attitude Behavior – Rowell |

PRESCRIPTION

| GOAL 3:<br>Obj. A. The teacher will assist each child in development of a positive self concept. | MATERIALS AVAILABLE | MATERIALS MUST BE DEVELOPED/ACQUIRED |
|---|---|---|
| 1. The teacher will accept each child as a valuable member of society. | PRIMARY:<br>1. Hand Prints<br>2. Cardboard cut-outs of child's self<br>3. Child's role in family – pictures and role playing<br>4. Name tags on child's special articles (lockers, crayons, etc.)<br>5. Experience Charts about the child<br>6. Taking pictures & slides of child<br>7. Chart on "room helpers" for the day or week.<br>INTERMEDIATE:<br>1. Interest Groups<br>2. Mini electives<br>3. Vocational orientation – resource individuals from community<br>4. Small group instruction<br>5. Taking pictures of the child<br>6. Student General STore<br>7. Assigning Room Responsibilities<br>8. Peer Tutoring | 1. Camera and film<br>2. List of community resource people<br>3. Bowmar – Early Childhood Series<br>4. Bill Martin's "Freedom Books"<br>5. Dimensions of Personality – Phlaum/Standard<br>6. Born to Be Great<br>7. Stand Up Mirrors – K. level<br>8. Houghton Mifflin – Piper Series |

## DIAGNOSIS

| GOAL 3:<br>Obj. A | TEST AVAILABLE | TEST MUST BE DEVELOPED/ACQUIRED |
|---|---|---|
| 2. The teacher will praise the pupil's strengths and work through his strengths to improve his weaknesses. | | 1. Checklist of Student Skills<br>2. Individual Interest Inventory<br>3. Principal – Observation |

PRESCRIPTION

| GOAL 3<br>Obj. A | MATERIALS AVAILABLE | MATERIALS MUST BE DEVELOPED/ACQUIRED |
|---|---|---|
| 2. The teacher will praise the pupil's strengths and work through his strengths to improve his weaknesses. | 1. Rewards:<br>a. Game points<br>b. Stars and stickers<br>c. Smile or compliments<br>d. Praise<br>e. Medals (cardboard etc.)<br>f. Special privileges<br>g. Charts showing progress<br>h. Prizes | 1. Token Rewards<br>2. Classroom Library – Educational Reading Service<br>3. Dimensions of Personality – Pflaum/ Standard |

| GOAL 3<br>Obj. A | TEST AVAILABLE | TEST MUST BE DEVELOPED/ACQUIRED |
|---|---|---|
| 3. The teacher will help each child help each other as a valuable member of society. | | 1. How I See Myself Scale<br>2. Teacher Observation Checklist |

PRESCRIPTION

| GOAL 3<br>Obj. A. | MATERIALS AVAILABLE | MATERIALS MUST BE DEVELOPED/ACQUIRED |
|---|---|---|
| 3. The teacher will help each child help each other as a valuable member of society. | 1. Primary: Group participation<br>a. Planning store, post office<br>b. Cooking and baking projects<br>c. Holiday celebrations<br>2. Filmstrips related to the whole child's needs (physical, social, mental & emotional)<br>3. Programs involving child's contributions<br>4. Intermediate: Committee work and peer teaching<br>5. BOCES Films<br>a. Open end films<br>(1) sportsmanship<br>(2) honesty<br>6. Participation in group sports<br>7. Participation in musical programs<br>8. Participation in drama | 1. Cash allowance for cooking supplies<br>2. More involvement in school-community projects<br>a. Carry over of service organizations such as Cub Scouts, 4-H Clubs, Horse Riding Clubs, Senior Citizens, etc., into the school<br>3. Born to Be Great Series |

| GOAL 3<br>Obj. B The child will increase his/her participation in general school activities. | TEST AVAILABLE | TEST MUST BE DEVELOPED/ACQUIRED |
|---|---|---|
| 1. The child will assume role of instructor for team learning. | 1. Observation<br>a. Pupils follow directions and complete work<br>b. Pupils run machines correctly<br>c. Pupils read orally<br>d. Pupils fill out activity books, etc., and correct them under supervision of pupil-instructor. | 1. Checklist<br>2. Sociogram |

## PRESCRIPTION

| Goal 3<br>Obj. B The child will increase his/her participation in general school activities. | MATERIALS AVAILABLE | MATERIALS MUST BE DEVELOPED/ACQUIRED |
|---|---|---|
| 1. The child will assume role of instructor for team learning. | 1. Weston Woods Series<br>Run filmstrip, read story<br>2. Tape Stories<br>3. Art Materials<br>4. Science Kits<br>5. Music<br>6. Reader's Digest<br>7. SRA<br>8. Merrill Skill-Tapes<br>9. Tachistoflash<br>10. Random House<br>11. Directed Reading Activities<br>12. Kit A Language<br>13. Phonics Skill Games<br>14. Math Games – Quismo<br>15. Library Books<br>16. EDL<br>17. Learning Progress Tapes<br>18. Teacher made games and activities | 1. Picture-Phonic Cards<br>2. Word Family Fun<br>3. Teacher made games and activities<br>4. Job Cards |

## DIAGNOSIS

| GOAL 3<br>Obj. B | TEST AVAILABLE | TEST MUST BE DEVELOPED/ACQUIRED |
|---|---|---|
| 2. The child will accept his peer<br><br>as an instructor in a tutorial experience | 1. Observation<br>a. Pupil will acknowledge peer as instructor<br>b. Pupil will complete task assigned<br>c. Pupil will ask questions of peer instructor<br>d. Pupil will work cooperatively with peer instructor | 1. Checklist<br><br>2. Sociogram |

PRESCRIPTION

| GOAL 3<br>Obj. B | MATERIALS AVAILABLE | MATERIALS MUST BE DEVELOPED/ACQUIRED |
|---|---|---|
| 2. The child will accept his peer as an instructor in a tutorial experience. | 1. Read stories, ask questions<br>2. Tape recorder<br>3. Filmstrip<br>4. Spelling<br>5. Reader's Digest<br>6. SRA<br>7. Merrill Skill-Tapes<br>8. Tachistoflash<br>9. Random House<br>10. Directed Reading Activity<br>11. Phonics Skill Games<br>12. EDL<br>13. Kit A Language – Ginn<br>14. Worksheets | 1. Dimensions of Personality – Pflaum-Standard<br>2. Job [illegible]<br>3. Teacher made games and activities |

| GOAL 3<br>Obj. B | TEST AVAILABLE | TEST MUST BE DEVELOPED/ACQUIRED |
|---|---|---|
| 3. The child will work with his peers in a team learning situation. | 1. Observation<br>a. Interaction of team members with child<br>b. Active participation of child in situation with the team<br>c. Child's cooperativeness in team learning situation<br>d. Child's acceptance of role and responsibility in team learning situation.<br>2. Sociometric Test<br>3. Sociogram<br>4. Attitude Test | 1. Checklist<br>2. Sociogram |

| GOAL 3<br>Obj. B | MATERIALS AVAILABLE | MATERIALS MUST BE DEVELOPED/ACQUIRED |
|---|---|---|
| 3. The child will work with his peers in a team learning situation. | 1. Spelling workbooks, Reading<br>2. Workbooks<br>3. Science Experiment<br>4. Merrill Skill-Tapes<br>5. Educational Progress Corporation Play Kit<br>6. Listen and Do<br>7. Directed Reading Activity<br>8. EDL<br>9. Teacher directed activities<br>10. Kit A Language – Ginn<br>11. Worksheets<br>12. Library books<br>13. Reference books | 1. Dimensions of Personality Kits and Teacher Text<br>"Now I'm Ready"<br>"I Can Do It" |

| GOAL 3<br>Obj. C The child will demonstrate increased responsibilities | TEST AVAILABLE | TEST MUST BE DEVELOPED/ACQUIRED |
|---|---|---|
| 1. The child will work at a task independently. | 1. Teacher observation | 1. Random selection of children to be video-taped; second taping and comparing the two for progress. Teacher Assessment List.<br>2. Teacher, aide, or student teacher, evaluation of certain children and comparisons for progress.<br>3. Aide in HPLC to keep record of children who do or do not work independently in the center. |

| GOAL 3<br>Obj. C The child will demonstrate increased responsibilities. | MATERIALS AVAILABLE | MATERIALS MUST BE DEVELOPED/ACQUIRED |
|---|---|---|
| 1. The child will work at a task independently. | 1. SRA<br>2. Random House<br>3. EDL<br>4. Language Master<br>5. Tape Recorders<br>6. Weston Woods<br>7. Programmed Readers -Sullivan Assoc.<br>8. Uncle Funny Bunny, etc. – Merrill Skill Tapes<br>9. TachistoFlasher<br>10. Phonic Skill Games<br>11. Reading Incentive Program - horses, etc.<br>12. MacMillan Reading Spectrum 1–6<br>13. One to One<br>14. Learning Progress Tapes<br>15. Work sheets | 1. Random House Reading Labs<br>2. Phonic Skill Games<br>3. Bowmar Reading Incentive Program<br>4. One to One – Prentice Hall<br>5. Flash X Tachistoscope<br>6. Job Cards<br>7. Independent Activities Box – Harcourt, Brace, Jovanovich |

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DIAGNOSIS

| GOAL 3<br>Obj. C | TEST AVAILABLE | TEST MUST BE DEVELOPED/ACQUIRED |
|---|---|---|
| 2. The child will do self evaluation. | 1. Teacher observation | 1. Checklists for the child to evaluate his own progress in different areas. Student Self-Assessment Checklist.<br>2. Student conferences for child, at the completion of a task or series of tasks.<br>3. Student contracts and evaluation done from contracts of work completed.<br>4. Primary Self-Evaluation Improvement List<br>5. Self Appraisal Inventory<br>6. Checking up on My Listening<br>7. Inventory of Reading Attitude |

| GOAL 3<br>Obj. C | MATERIALS AVAILABLE | MATERIALS MUST BE DEVELOPED/ACQUIRED |
|---|---|---|
| 2. The child will do self-evaluation. | 1. SRA<br>2. Random House<br>3. EDL<br>4. Language Master<br>5. Tape Recorders<br>a. Read stories, playback<br>b. Evaluation, self correct<br>6. Weston Woods<br>7. Programmed Readers (Sullivan Assoc.)<br>8. One to One<br>9. Merrill Skill Tapes<br>10. TachistoFlasher<br>11. Phonic Skill Games<br>12. Reading Incentive Program – Bomar<br>13. MacMillan Reading Spectrum<br>14. Teacher-pupil Conference | 1. Patterns, Sounds and Meaning, Letters and Syllables, Syllables and Words<br>2. Patterns, Sounds and Meaning Clues to Consonants<br>3. Patterns, Sounds and Meaning Views on Vowels<br>4. Language Master Cards<br>5. EPC – Teachers' Guide 3, 4<br>6. Blumenthals' Study Guides and Lesson Plans<br>7. Kaleidoscope – Text, Teacher Ed., Workbooks, Dup. Masters<br>8. Images – Text, Teacher Ed., Workbooks, Dup. Masters<br>9. Fiesta – Text, Teacher Ed., Workbooks, Dup. Masters<br>10. Panorama – Text, Teacher Ed., Workbooks, Dup. Masters<br>11. Study Skills I, II – Student Ed & Teacher Ed.<br>12. EPC – Reading Progress Books Level 3 – 4<br>13. Dup. Masters for Winging through Lights and Shadows |

DIAGNOSIS

| GOAL 3<br>Obj. C | TEST AVAILABLE | TEST MUST BE DEVELOPED/ACQUIRED |
|---|---|---|
| 3. The child will assume responsibility for his own actions. | 1. Teacher observations<br>2. Peer observations | 1. Student Self Assessment List |

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PRESCRIPTION

| GOAL 3<br>Obj. C | MATERIALS AVAILABLE | MATERIALS MUST BE DEVELOPED/ACQUIRED |
|---|---|---|
| 3. The child will assume responsibility for his own actions. | 1, SRA<br>2. Random House<br>3. EDL<br>4. Language Master<br>5. Tape Recorders<br>6. Weston Woods<br>7. Programmed Readers<br>8. Merrill Skill Tapes<br>9. TachistoFlasher<br>10. Phonic Skill Games<br>11. Bowmar Reading Incentive Program<br>12. MacMillan Reading Spectrum<br>13. One to One | 1. Ranger Rick Nature Magazine<br>2. Kids Magazine |

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GOAL 4:

Educators as well as the community have important skills to offer. Under the democratic model a community planning process is the only viable approach to planning formal educational systems.

DIAGNOSIS

| GOAL 4<br>Obj. A Parents will demonstrate understanding and support of this project. | TEST AVAILABLE | TEST MUST BE DEVELOPED/ACQUIRED |
|---|---|---|
| 1. Parents will attend periodically informational Right to Read meetings during the year. | 1. Observation<br>2. Attendance record | 1. Checklist of those attending<br>2. Questionnaires at specified interims. |

## PRESCRIPTION

| GOAL 4<br>Obj. A Parents will demonstrate understanding and support of this project. | MATERIALS AVAILABLE | MATERIALS MUST BE DEVELOPED/ACQUIRED |
|---|---|---|
| 1. Parents will attend periodically informational Right to Read meetings during the year. | 1. Open house for parents only (informal)<br>2. Open house for community.<br>3. Open house for parents-pupils.<br>4. Slide Presentation of Summer Workshop<br>5. Video Tapes<br>6. Pictures for Publicity | 1. Hobby show on a Parents' Club or R2R night.<br>2. Family night with photo displays and family tree for village of Sinclairville.<br>3. Science Fair with actual experiments by pupils; explained and narrated by pupils.<br>4. Dramatic presentation by pupils with active involvement of parents for costumes, programs, etc.<br>5. Physical Ed. Program<br>6. Musical Night<br>7. Family Dinner and Awards Night<br>*8. Coffee Klatches – informal. Enables parents and staff to know each other personally. *free baby-sitting<br>9. Video and Audio presentations<br>10. Questionnaires and Checklists<br>11. Newsletters and information sheets. Invitations! |

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DIAGNOSIS

| GOAL 4<br>Obj. A | TEST AVAILABLE | TEST MUST BE DEVELOPED/ACQUIRED |
|---|---|---|
| 2. Parents will volunteer to help develop Right to Read Sinclairville Elementary School Newsletter. | 1. Observation | 1. List of names of those who contribute<br>2. List of names of those who volunteer<br>3. List of names expected to volunteer:<br>a. Professionals<br>b. Business men<br>c. Village officials<br>d. Parents<br>e. Clergy<br>4. Visitation letter |

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PRESCRIPTION

| GOAL 4<br>Obj. A | MATERIALS AVAILABLE | MATERIALS MUST BE DEVELOPED/ACQUIRED |
|---|---|---|
| 2. Parents will volunteer to help develop Right to Read Sinclairville Elementary School Newsletter. | 1. Ditto machine and materials<br>2. Offset press and materials<br>3. Typewriters, typists and materials<br>4. Addresses<br>5. Newsletter Committee<br>Mitchell, Ann<br>DeJoe, Tom<br>Johnson, Judy<br>Lind, Carolyn<br>Saxton, Joyce<br>Stanford, Evelyn<br>Odell, Mary<br>Parker, Carol<br>Schimek, Marilyn | 1. Pictures donated<br>2. Articles donated<br>3. Questions sent in<br>4. Parents write stories and print newsletter with coordinator and assisted by staff on a rotational basis.<br>5. Community involvement |

| *** | DIAGNOSIS | |
|---|---|---|
| GOAL 4<br>Obj. A | TEST AVAILABLE | TEST MUST BE DEVELOPED/ACQUIRED |
| 3. Parents will respond to attitude, level of aspiration and self-esteem opinion questionnaires concerning their children. | 1. Observation | 1. Questionnaires<br>2. Public Relations Checklist<br>3. Parent Conferences<br>4. Parent Workshops<br>5. Audio Tapes<br>6. Checklists |

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PRESCRIPTION

| GOAL 4<br>Obj. A | MATERIALS AVAILABLE | MATERIALS MUST BE DEVELOPED/ACQUIRED |
|---|---|---|
| 3. Parents will respond to attitude, level of aspiration and self esteem opinion questionnaires concerning their children. | | 1. Questionnaires<br>a. attitude: parent – child<br>b. child's work at home<br>c. child's interests<br>d. child's aspirations<br>2. Evaluations of parent workshops – by parents and teachers<br>3. Checklists for parent conferences<br>a. pre-conference for parents (and pupil?)<br>b. pre-conference for teachers<br>c. post conference for parents<br>d. post conference for teachers<br>e. follow-up write-up sheet<br>4. Open-line communication between parents and teachers. |

| GOAL 4<br>Obj. B Citizen will function in instructional supportive role. | TEST AVAILABLE | TEST MUST BE DEVELOPED/ACQUIRED |
|---|---|---|
| 1. Citizens will help develop a resource file for community participation. | | 1. Checklist<br>2. Community Participation Checklist |

PRESCRIPTION

| GOAL 4<br>Obj. B Citizens will function in instructional supportive role. | MATERIALS AVAILABLE | MATERIALS MUST BE DEVELOPED/ACQUIRED |
|---|---|---|
| 1. Citizens will help develop a resource file for community participation. | | 1. Community Resource File |

DIAGNOSIS

| GOAL 4<br>Obj. B | TEST AVAILABLE | TEST MUST BE DEVELOPED/ACQUIRED |
|---|---|---|
| 2. Citizens will provide reinforcement for learning that occurs in the classroom. | | 1. Community Participation Checklist |

PRESCRIPTION

| GOAL 4<br>Obj. B | MATERIALS AVAILABLE | MATERIALS MUST BE DEVELOPED/ACQUIRED |
|---|---|---|
| 2. Citizen will provide reinforcement for learning that occurs in the classroom. | 1. Citizen: / Community: / Field of Experience:<br>Walter Best / Gerry / Rocks and Minerals<br>William Frost / Sincl. / Guns<br>Richard Lind / Sincl. / Milking Parlor<br>Alvin Segerlin / Sincl. / Australia, Hawaii<br>Russell Woodard / Stockton / World Traveler<br>John Smith / Sincl. / Sugaring, extensive<br>Harry King / Sincl. / Candy<br>Robert Kochersberger / Sincl. / Biology and Science<br>Donald Marz / Gerry / Marz Bow & Arrow Co.<br>Jay Olmstead / Sincl. / Dog Sled Races<br>Cockaigne / Cherry Ck. / Skiing<br>Dr. Alan Benton / Fredonia / Birds, Conservation<br>Dr. Willard Stanley / Fredonia / Science<br>Mr. House / Cassadaga / Switzerland<br>Drug dog / Lakewood<br><br>2. Chaut. County Craftsman:<br>Ray C. Larson / Lakewood / Niag. Mohawk Power Co.<br>Roy Pihl / Lakewood / " " " " | |

DIAGNOSIS

| GOAL 4<br>Obj. C The child will function in a number of active roles. | TEST AVAILABLE | TEST MUST BE DEVELOPED/ACQUIRED |
|---|---|---|
| 1. The child will volunteer to participate in the Human Potential Learning Center activities. | | 1. Sign-In and Out Sheet in HPLC.<br>2. Check sheet to show material used by each child (materials listed)<br>3. A count to show how many children use the HPLC each day (will come from sign-in sheet)<br>4. Media Center Check List<br>5. Study Skills Check List |

PRESCRIPTION

| GOAL 4<br>Obj. C The child will function in a number of active roles. | MATERIALS AVAILABLE | MATERIALS MUST BE DEVELOPED/ACQUIRED |
|---|---|---|
| 1. The child will volunteer to participate in the Human Potential Learning Center activities. | 1. Phonics We Use: Learning Game Kit<br>2. Cassette Library<br>3. 8mm Loop and Record<br>4. Filmstrip-Record Combination<br>5. Filmstrips<br>6. EDL – Controlled Reader Sets<br>7. Sound Slidesets<br>8. Study Prints<br>9. Transparencies<br>10. Study Mate<br>11. Library Books<br>12. Language Master | 1. Job Cards |

DIAGNOSIS

| GOAL 4<br>Obj. C | TEST AVAILABLE | TEST MUST BE DEVELOPED/ACQUIRED |
|---|---|---|
| 2. The child with his peers will complete several planning assignments for reading and language related field trips. | | 1. Record sheet to show which children plan assignments and what the assignments are.<br><br>2. Culminating activities:<br>a. reports<br>b. drama<br>c. discussion<br>d. roller movie<br>e. diorama<br><br>(teacher evaluation of individual students' experiences) |

PRESCRIPTION

| GOAL 4<br>Obj. C | MATERIALS AVAILABLE | | MATERIALS MUST BE DEVELOPED/ACQUIRED |
|---|---|---|---|
| 2. The child with his peers will complete several planning assignments for reading and language related field trips. | Fenton Museum | Jamestown | 1. Planning study units which will utilize available sources:<br>a. social studies<br>b. science |
| | Excell Co. (Space) | Silver Creek | |
| | Museum | Sherman | |
| | Niagara Mohawk | Dunkirk | |
| | Fire Dept. | Local | |
| | James Prendergast Libr. | Jamestown | |
| | Barker Library | Fredonia | |
| | Disposal Plant | Dunkirk | |
| | Ice Cream Co. | Dunkirk | |
| | Dunkirk Observer | Dunkirk | |
| | Dairy Parlor (Linds) | Sincl. | |
| | Post Journal | Jamestown | |
| | State Police | Falconer/Fredonia | |
| | Telephone Corp. | Jamestown | |
| | Police Dept. | Jamestown | |
| | Airports | Jamestown/Buffalo | |
| | Amish | Conewango | |
| | Zoo | Buffalo/Erie | |
| | Seaquarium | Niagara Falls | |
| | Niagara Falls | Niagara Falls | |
| | Furniture Factory | Jamestown/Mayville | |
| | Wax Museum | Jamestown/Mayville | |
| | Museum Nat. History | Buffalo | |
| | Museum Science | Buffalo | |
| | Fish Hatcheries | Chautauqua | |
| | Post Office | Jamestown | |
| | Naval Reserve | Buffalo | |
| | Panama Rocks | Panama | |
| | Auto. Plants | Buffalo | |
| | Kraft Foods | Dunkirk | |
| | Cornell Aeronautical | Buffalo | |
| | Old Fort Niagara | Lewiston | |
| | Bell Aeronautical | Buffalo | |
| | Planetarium | SUC at Fredonia | |
| | Observatory | Frewsburg | |

HUMAN POTENTIAL LEARNING CENTER

## INVENTORY OF BASIC MATERIALS FOR HUMAN POTENTIAL LEARNING CENTER (H.P.L.C.)

The Human Potential Learning Center contains a collection of the best combination of non-expendable, self-directing materials in the exact quantities required to operate a High Intensity Learning System. The collection will be under constant revision as our Right to Read teachers and staff discover newer, more effective and more economical materials to code into the Sinclairville Right to Read SILO.

The Sinclairville Right to Read SILO is an individualized learning organizer which defines each student's unique reading needs and prescribes an individualized diagnostic-prescriptive program based upon Dr. S. Alan Cohen's High Intensity Learning Systems, published by Random House Educational System Division, Dr. Richard L. Zweig's Fountain Valley Teacher Support System in Reading, published by Richard L. Zweig Associates, Inc., and Dr. John E. Connelly's Sinclairville Right to Read Packets.

The H.P.L.C. is a room where students come to work on prescribed reading activities designed to strengthen specific skills. Most of the materials are self-directing and self-correcting and are carefully sequenced so that the student can move on independently with a minimum of direction by the teacher.

When a student first comes to the H.P.L.C., he takes an individual module of Instructional Objectives Tests ("I-O Tests") designed to help the teacher determine his reading needs. These tests are keyed to an "I-O Catalogue". . .a catalogue of the *reading behaviors* corresponding to the tests, with a list of the exact materials in each publisher's reading kits and workbooks, which the student can use to strengthen each skill. Using the I-O Catalogue and the *Sinclairville Reading Silo* as a reference source, the teacher prescribes specific reading activities for the student, based on the precise reading needs he has shown. As the student masters each instructional objective, he takes new I-O Tests and receives new prescriptions; and this process of diagnosis and prescription continues throughout the year.

The student is motivated to continue his involvement in the H.P.L.C. by receiving direct feedback for everything he *does* (in psychological terms, for every time he *responds* to a learning stimulus). Charts, graphs, Achievement Awards and chances to spend more time on reading activities help give the student reinforcement or "pay-off." In addition to the kits, workbooks and other prescribed reading materials it contains racks of trade books suitable for a wide range of interests and reading levels.

The attractive and inviting H.P.L.C. is designed to have a relaxing atmosphere where children "lose themselves" in good stories and books.

## HUMAN POTENTIAL LEARNING CENTER

Addison Wesley Publishing Co.
2725 Sand Hill Road, Menlo Park, California 94025

- Reading Development Kit A
- Reading Development Progress Record Kit A

Barnell Loft, Ltd.
111 South Centre Avenue, Rockville Centre, N. Y. 11571

- Specific Skill Series
- Getting Facts
- Getting Main Ideas
- Locating the Answer
- Drawing Conclusions
- Using the Contex
- Working with Sounds
- Following Directions

Bowmar Reading Series

Chandler Publishing Co.
124 Spear Street, San Francisco, Calif.

- Bissett's Poetry – Book One
- Bissett's Poetry – Book Two
- Bissett's Poetry – Book Three

Educational Progress Corp.
8538 East 41 Street, Tulsa, Oklahoma 74145

- Reading Progress Lab – Grade 1 - 3
- Reading Progress Lab – Grade 4 - 6

Field Educational Publications
2400 Hanover Street, Palo Alto, Calif. 94304

- Target Red

Field Educational Publications (cont'd)

- Target Yellow
- Target Blue

Garrard Press
1607 N. Market Street, Champaign, Illinois 61820

- Poetry for Bird Watchers – Grade 3
- Poetry of Witches, Elves and Goblins – Grade 3
- Poetry for Summer – Grade 3
- Poetry for Winter – Grade 3
- Poetry for Autumn – Grade 3
- Green Is Like a Meadow of Grass – All Ages
- Poetry for Holidays – Grade 3

Ginn & Company
Statler Bldg., Back Pay P.O. 191, Boston, Mass. 02117

- Ginn Word Enrichment Program – Level 1
- Ginn Word Enrichment Program – Level 2
- Ginn Word Enrichment Program – Level 3
- Ginn Word Enrichment Program – Level 4

Groller Educational Corp.
845 Third Avenue, New York, New York 10022

- Reading Attainment Kit 1
- Creative Reading Program

Harcourt, Brace & Javanovich
757 Third Avenue, New York, New York 10017

- Durrell Murphy Phonics Program
- "Try This" Independent Act. Box

Harper & Row, Publishers
49 East 33rd Street, New York, New York 10016

- I Can Read Series (100 books)

Holt, Rinehart & Winston
New York, New York

- Developing Pre-Reading Skills
- Holt Basic Reading System 1 - 15

Houghton Mifflin
2 Park Street, Boston, Massachusetts

- Institute for Developmental Studies Letter Form Board

Individualized Instruction, Inc.
P.O. Box 25308, 1901 North Walnut
Oklahoma City, Okla. 73125

- EARS
- Spacetalk

Learning Research Associates
1501 Broadway, New York, New York 10036

- The Michigan Language Program
- Cassettes for Listening 1
- Cassettes for Listening 2
- Cassettes for Word Attack & Comprehension
- Performance Tasks Book

Lyons & Carnahan
407 East 25 Street, Chicago, Ill. 60616

- Phonics We Use Level A
- Phonics We Use Level B
- Phonics We Use Level C
- Phonics We Use Level D
- Phonics We Use Learning Games Kit



Macmillan Company
866 Third Avenue, New York, New York 10022

- Learning How to Use the Dictionary
- Webster's New World Dictionary

McGraw Hill Book Co. EDL
330 West 42 Street, New York, New York 10036

- EDL Study Skill Kits
- Social Studies Boxes
- Reference Skills Boxes
- Science Skills Boxes

New Century
440 Park Avenue South, New York, New York 10016

- Phonics Practice Write and See A
- Phonics Practice Write and See B

Noble and Noble, Publishers, Inc.
750 Third Avenue, New York, New York 10017

- Yearling Reading Program
- School Library Package 3 - 6
- Skills Center – Level 3
- Skills Center – Level 4
- Skills Center – Level 5
- Skills Center – Level 6

Prentice Hall, Inc.
Englewood Cliffs, New Jersey 07632

- Be a Better Reader – Book A
- Be a Better Reader – Book B
- Be a Better Reader – Book C
- One to One – Junior Ed.

Random House, Educational Systems Division
201 East 50 Street, New York, New York 10022

- Random House Reading Program – Orange (1.0 - 3.0)
- Random House Reading Program – Yellow (1.5 - 4.0)
- Random House Reading Program – Red (1.7 - 6.0)
- Random House Reading Program – Blue (2.8 - 9.0)
- Random House Reading Program – Green
- Tell Me a Story Unit with Cassettes
- Random House Reading Program – Yellow Interest Center
- Random House Reading Program – Red Interest Center
- Random House Reading Program – Green Interest Center
- Skilstarters
- Wordpacers (Intermediate)
- Carousel
- Gateway Books (51)
- Individualized Instruction & Practice Intro. Vocabulary Skills – Starter Library 1A, 1C, 2B, 2C
- Set of Step-Up Books (21)
- Set of Beginner Books (55)
- Aware (Multi-sensory program about poetry)

Reader's Digest Association
Pleasantville, New York 10570

- Reading Skill Practice Pad – Level 1
- Reading Skill Practice Pad – Level 2
- Reading Skill Practice Pad – Level 3

Reardon Baer
Cleveland, Ohio

- Phonics Workbook – Level A

Reardon Baer (cont'd)

- Phonics Workbook – Level B
- Phonics Workbook – Level C

Scholastic Book Service
50 West 44 Street, New York, New York

- Myths and Legends (17)
- Favorites Old and New (24)
- Modern Stories (34)
- Especially for Girls (38)
- Especially for Boys (14)
- People of Other Lands (10)
- Mystery (25)
- Fantasy (20)
- Science and Fiction (13)
- Making and Doing (13)
- Fun and Laughter (13)
- Dogs, Horses, Wildlife (38)
- Biography (19)
- History, History-Fiction (31)
- Ethnic Reading (18)
- Science (29)
- Picture Story Books (33)
- Easiest to Read (53)
- Favorites Old and New (52)
- Fiction (25)
- Social Studies, Biography (18)
- Ethnic Reading (13)
- Science (23)

Science Research Associates, Inc.
259 E. Erie Street, Chicago, Illinois

- Reading Laboratory 1A

Science Research Associates, Inc. (cont'd)

Reading Laboratory 1C
Reading Laboratory 11A
We Are Black

Scott, Foresman and Company
1900 E. Lake Avenue. Glenview, Ill. 60025

Read Along – Read Alone Storybooks – Cassettes
First Talking Alphabet – Box 1
First Talking Alphabet – Box 2

Simon & Schuster
630 5th Avenue, New York, New York

Miracles, compiled by Richard Lewis (poems)
Journeys, compiled by Richard Lewis (prose)

Teachers College Press, Bureau of Publications
West 120 Street, New York, New York

Gates Peardon Reading Exercises– Level A
Level B
Level SA
Level FD
Level RD

McCall Crabbs – Level A
Level B
Level C
Level D

Webster McGraw Hill
330 West 42 Street, New York, New York

Webster Classroom Reading Clinic Kit
New Practice Readers – Level A, B, C, D
Reading for Concepts – Level A, B, C, D, E, F
Magic World of Dr. Spello

Weston Woods
Weston, Connecticut 06880

Sound Filmstrip Sets – Set 1C
Sound Filmstrip Sets – Set 3C
Sound Filmstrip Sets – Set 15C
Sound Filmstrip Sets – Set 19C

HARDWARE

Wireless Headsets
Kitchen Timers
Full Cassette Recorders
Stop Watches
Study Mate II Filmstrip Viewer
Cassette Playback
Pacers
Plastic Rings
Studymate FS–TC
8mm – SC Projector
Tape Recorder
Scanfax
FS Projector
Opaque Projector
16mm Films
Record Player
DuKane Projector
Slide Projector

## DEFINITION OF TERMS

**Adaptability**

Those factors that are important in determining the probable effectiveness of a program when it is duplicated in another school. Important considerations are the organization within the school, the availability of qualified personnel and/or training programs for personnel, start-up costs associated with initial purchase of equipment, modification of facilities, or purchase of materials. Any unique component in the original program, such as a particularly brilliant or innovative teacher, a particular geographic factor or a series of locally developed materials in non-reproductible form, may reduce the adaptability (or replicability) of the program.

**Basal Readers**

The materials in a basal series are carefully systematized, utilizing a series of books, workbooks, tests, and reading aids for each grade or reading level. These are carefully regulated methods. Vocabulary is controlled, and lesson plans and suggestions for supplemental activities are explained in the teacher's manual. Different basal series may stress different approaches to reaching reading. Some feature a "sight" or whole word approach to reading, others feature an intensive phonics program. Still others use the balanced or gradual phonics approach, while a fourth type emphasizes sound–symbol relationships in a linguistics approach.

**Code Emphasis**

Code emphasis has two sub-categories: synthetic (phonics) and analytic (whole word). Phonics and the whole word approach differ only in the sequence in which letter sounds and blends are introduced. In the phonics approach the child learns the individual letter sounds first and then combines them into words. In the whole word approach, words are introduced first and the child develops a sight vocabulary before letter sounds and blends are introduced.

**Contracts**

A written agreement between teacher and student in which the student agrees to reach a certain level of reading skill for which the teacher promises to award a particular grade. The contract is written to cover very small tasks that can be accomplished in short time periods; this is to ensure that the student experiences success in a short period of time and receives the teacher's reactions to his attempts as he completes each task.

**Cross-age Teaching**

This technique uses older students to instruct younger students (2nd and 6th graders are often matched). Older students tutor the younger students in reading, teach and supervise the playing of instructional games, and otherwise assist the teacher for about one period a day. Research indicates this technique benefits both the older and younger students. This arrangement requires careful planning and scheduling to be effective.

**Demonstration–Performance**

The demonstration-performance technique is used to impart skills through interaction between the teacher and one or more students. The teacher first demonstrates the activity or skill to be learned (such as the pronunciation of a letter) while the students observe. The student then performs the activity while the teacher corrects or assists. Through a series of such interactions, the student acquires the skill which the teacher has demonstrated.

**Discussion Group**

The discussion group is a modification of the lecture technique. Instead of imparting information directly to the students, the teacher "guides" the students by skillful use of questions to explore a subject and discover answers for themselves. Skillful use of this technique requires special training, but no special equipment or materials.

**Eclectic Approach**

The eclectic approach combines different materials for teaching reading according to the teacher's perception of student needs. Whatever combination of materials is selected, the total approach is usually highly dependent on the use of basal readers. Workbooks and other supplementary materials accompany the basals. The eclectic method is the one most often recommended by teacher training institutions.

**Gaming–Simulation**

Gaming-simulation is a new technique which permits students to simulate the "read world" in the classroom. Students must acquire skills or gather information in order to play the game, and thereby learn both to collect and use information. For example, a class may have to learn mathematics and geography skills in order to "play" surveyor of the school neighborhood. This technique is a powerful motivational device.

**HPLC**

Human Potential Learning Center

**Individualized Instruction**

Individualized instruction may be one of two possible classroom approaches to reading instruction: (1) Individual reading of a variety of reading materials is the core of the method; each child selects a book that he wishes to read and gets help only when he needs it. The teacher works with each child at regular intervals to check progress and give assistance. (2) A structured situation in which, although children work individually, they are given specific programmed materials to meet their needs. After mastering a skill, they are given additional practice or placed in higher level material.

**Intensive Involvement**

Intensive involvement is a technique originally developed for foreign language instruction and which has since been broadened to include a wide variety of subject matter. The technique involves an extended field trip approach in which students are taken away from the school environment for as many as four or five days and given intensive instructional experiences for as long as 12 hours each day in the subject matter selected. This technique is highly motivational.

**Interactive Mediated Materials**

Interactive mediated materials are a new application of techniques of programmed instruction and motion picture, sound filmstrips, or instructional television. After a certain amount of instruction has been provided, the student is required to respond in writing on a worksheet. The media then confirms the correct response and proceeds with the instruction. Appropriate hardware (television, motion picture, or filmstrip projector) is required.

**Language Experience**

A reading instructional approach which calls for the teacher(s) to build classroom activities upon the real language needs and language experiences of the students. According to supporters, "children learn to read as they learned to talk, from a desire to find out or tell something." For example, after children have gone on a field trip, they discuss their experiences. Their comments are then written up in booklets or on large sheets of paper on the classroom walls. These statements then become the "texts" for class reading instruction.

**Lecture**

The lecture technique is one of the oldest methods of imparting information to others. In this technique, the teacher imparts information directly to students, usually in a total class situation. No special equipment or materials are required.

**Linguistic Approach**

An approach to reading instruction based on the following linguistic principles: 1) children should start reading instruction by learning letter names, not sounds; 2) beginning readers should be taught words which are phonetically consistent (for example, three letter words such as cat, mat, man, fan, rag); 3) children should at first be taught words with little variation (such as the words listed in Item 2 above); 4) phonics rules should be avoided; and 5) words should always be used in sentences.

**Machine–Based Instruction**

Any type of instruction dependent upon a machine which operates in an automatic or semi-automatic manner. The machines may include any machine operating on single card inputs; rear screen projection units with filmstrip, record, or cassette; or computer assisted instruction which requires computer terminals in the classroom backed by memory and processing systems. Applications range from simple drill and practice to direct individualized instruction.

**Meaning Emphasis**

Meaning emphasis is an approach to reading instruction used most often in the basal reading series. The principles upon which this approach is based include: 1) the process of reading should be defined broadly to include as major goals, from the start, not only word recognition but also comprehension and interpretation, appreciation, and application of what is read to the study of personal and social problems; and 2) the child should start with meaningful reading of whole words, sentences, and stories as closely geared to his own experiences and interests as possible. Silent reading should be stressed from the start.

**Modified Alphabet**

The modified alphabet approach is based on a "new" alphabet to be used by children when learning to read. The alphabet contains all of the conventional letters, but Q and X, and additional characters are devised to make up the forty-four different sounds in English. These new characters resemble the traditional alphabet visually and each character stands for only one speech sound. Once children have learned to read with this modified alphabet, they switch to the traditional alphabet for all reading. The modified alphabet is not a reading method, but an aid to teachers no matter what other emphasis (code, meaning, etc.) they use in teaching reading.

**Needs Assessment Package**

The package provided directions and forms for decision making in our program development.

**Other–Directed Staff Development**

The instructional personnel for this staff development program are supplied by outside agencies or organizations. Publisher supplied consultants conduct, at no cost, workshops for districts which have purchased materials or systems for reading instruction. Outside consultants are hired by the school to perform either clinic or workshop instruction (see also School–Directed Staff Development). College courses may be traditional on-campus classes or may include extension services which give credit to school projects or home study and thus reduce the requirements for campus attendance.

**Programmed Instruction**

Programmed instruction is based on individualized materials which are in soft cover form (that is, they can be books, workbooks, or mimeographed sheets). The material to be learned is presented in small steps. Some programmed materials use a linear technique, where material is arranged in a simple ordered sequence, with the student working from the first through the last item. Another method (called branching) allows the student to follow his own route through the material. At given points in the sequence, if he gets the correct answer, he may skip a frame or, if he misses an item, he may be rerouted through a series of review frames.

**Reading Teacher**

A teacher with a specialized background in reading who is responsible for instruction only in reading or language arts. This teacher may handle several different groups of students, instructing each group for one period at a time. Class size may still be large, and teacher aides may not be available, but no additional subject matter responsibility is assigned to this specialized person.

**Responsive Environment**

The responsive environment approach may be 1) a type of classroom organization where the teacher provides a variety of suitable experiences and materials in a relatively unstructured setting and the child has the freedom to select what he wishes to do; or 2) a teacher-less computer-based reading environment in which the response is controlled by hardware. The basic concepts involved are self-pacing and self-seeking behavior in the students.

**School–Directed Staff Development**

Internaliy-directed staff development is operated by school or district personnel who may be project leaders, reading specialists, or central office consultants. In-class instruction is on-the-job, with the instructor critiquing the trainees' classroom performance in his usual environment. In-lab/clinic instruction is also on-the-job, but trainees (and students) work in small groups or on an individual basis with the instructor. Video taping is used to focus upon single teacher-trainee behaviors, where possible, and this technique is called micro teaching. Workshops bring teachers together for teaching demonstrations and discussions.

**SILO**

Sinclairville Individualized Organizer

**Single Teacher–Multi Subjects**

The teacher of multiple subjects is responsible for a self-contained classroom and provides instruction in all or most of the subjects. The teacher, alternatively, may be responsible for reading, athematics, and social studies, while other teachers handle art, physical education, etc. The single teacher may or may not have an extensive background in reading, but will be responsible for reading along with other subjects.

**Staff Development – Materials/Services**

Professional publications dealing with research on reading instruction, methods for teaching reading, and general educational media and methods can be the basis for regular scheduled discussion sessions of new approaches to reading and to education in general. USOE's ERIC System can be used as a complete resource library.

**Startup Costs**

The one-time costs for purchase of capital equipment such as classroom furniture, video tape systems, computer terminals, purchase of portable buildings, installing carpeting or new ceilings, or purchase of complete sets of new instructional materials. If complete retraining of staff is necessary to adopt a new instructional method, this should be included as a startup cost.

**Team Teaching**

This technique uses a number of adults for instruction instead of one teacher in a self-contained classroom. Also known as "Differentiated Staffing," team teaching may include:

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| Master Teacher | Mainly responsible for planning and leadership, does some teaching. |
| Teachers | Mainly responsible for teaching, participate in planning. |
| Aides | Assist teachers in classroom, prepare materials, participate in planning. |
| Volunteers | Assist school staff, participate in planning. |

**Tutor–Aide**

A tutor-aide is a paraprofessional staff member who assists the reading teacher by providing one-to-one tutoring or by assisting with evaluation materials and other classroom duties. A tutor-aide has had some inservice training in reading instructional techniques.

**Tutor–Specialist**

An instructor who works on a one-to-one basis with a single student or with a small group – normally not exceeding five. A tutor-specialist typically has completed three courses in reading, is thoroughly familiar with the diagnostic-prescriptive approach, and has background knowledge on each student he tutors.

**Unit Task Force**

Our Right to Read program directly involves parents, community and staff in the development of the school's new diagnostic–prescriptive reading program. The Unit Task Force embraces all representative segments of the Sinclairville Right to Read School. Leadership of the group is provided by Project Coordinator Dr. John E. Connelly and Right to Read Principal Elmer Horey.

**Use of Supplementary Materials**

The teacher relies heavily on high interest or special population materials to stimulate the interest of the students in reading and gaining reading skills. Materials used range from trade books, a variety of high-interest library books, newspapers and magazines, audio-visual materials, and materials written for or about particular ethnic or racial groups.